DOCUMENT RESUME

ED 212 508 SO 013 782

AUTHOR Massialas, Byron G.; And Others
TITLE Settling People in the American Colonies, Episode II. Resource Material Development: Population Dynamics in Eighth Grade American History.
INSTITUTION Florida State Univ., Tallahassee.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE 74
CONTRACT OEG-0-73-5415
NOTE 44p.; For related documents, see SO 013 783-788 and SO 013 835. Some pages may not reproduce clearly in paper copy or microfiche due to broken print type throughout original document.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *American Indian Studies; *Colonial History (United States); Curriculum Guides; Demography; Grade 8; Human Geography; *Interdisciplinary Approach; Junior High Schools; Land Settlement; *Population Distribution; Population Growth; *United States History; Units of Study

ABSTRACT

This guide is the first in a series of eight designed to help teachers introduce population concepts into eighth grade American history curriculum. (Unit I was never published). Each of the units has a teacher and student component. Although the units can be used in five-day segments, teachers are encourage to use them in a more flexible manner, using the materials for extended periods of time. In the teaching guide of each unit an evaluation form, a statement of the unit's broad goal, specific statements of objectives in behavioral terms, hypotheses, background information, materials and equipment needed, and instructions as to how to use these materials are included. Specific materials (springboards) for classroom use are found in the student manual. In this document, Episode II, the history topic is European colonization of the New World. This unit has four segments. Twelve springboards and one transparency are given that help the student (1) scrutinize the life-style and settlement patterns of the American Indian before the arrival of the European and their later displacement because of colonist settlement patterns, (2) examine the ecological characteristics of where the colonists chose to settle, (3) compare and identify the characteristics of people in England between 1650-1700 with those who migrated to the New World, and (4) examine the relationship of certain background factors of the settlers to the geographic distribution within the colony. (NE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED212508

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

RESOURCE MATERIAL DEVELOPMENT: POPULATION DYNAMICS IN EIGHTH GRADE AMERICAN HISTORY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Byron G. Massialas
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Byron G. Massialas, Director
Charles B. Nam, Co-Director
Mary Friend Adams, Assistant Director

Episode II
Settling People in the American Colonies

Florida State University
Tallahassee, Florida
1974

SP 013 782

The research and development work reported herein was performed pursuant to contract OEG-0-73-5415 with the United States Department of Health, Education and Welfare, Office of Education.

PROJECT STAFF

Byron G. Massialas, Director
Charles B. Nam, Co-Director
Mary Friend Adams, Assistant Director

Harriet Arnold
Kathy Poloni
Ruth Anne Protinsky
Gita Wijesinghe

ACKNOWLEDGMENTS

Many people deserve recognition for their contribution to these episodes. First, we would like to thank Tina Waite for secretarial services above and beyond the call of duty. In addition, we would like to thank the school teachers in Leon County, Florida, who reviewed and field tested the materials, and who turned their classroom over to staff members for initial field tests. A special thank you goes to Peter Adams, Herbert Ballard, David Clark, Barbara DeVane, Tim Henderson, Kathy Hubbard, Hortense Tookes, and Carol West for their services.

INTRODUCTION

The eight multi-media units of which Settling People in the American Colonies is a part are designed to help the teacher introduce population concepts into the school curriculum. To assist the teacher in this task an "infusion" approach is used, (i.e., the units are introduced into the curriculum in conjunction with a related regular topic in the school-adopted program). The school-adopted program, in this instance, is American History, and an attempt is made to correlate history topics with population topics. The chart on the following page shows the exact correlations for all eight units. Although points of entry are suggested, it is expected that the teacher will make his own judgement as to when is the most propitious time to introduce each unit or population episode. Certainly, depending on how the teacher organizes his course, he may change the sequence of topics, or decide to concentrate and spend time on only a few episodes. Thus, he may decide to spend more than a week on the chosen topic and engage the class in extended activities.

There are two basic assumptions that underlie this series: (1) Since everyone is a population actor, (i.e., decisions are made everyday on such issues as where to buy a new home, how large a family to have, where to go on a vacation, or how to vote on a local zoning ordinance), we all need to understand population phenomena, and, (2) Since we consider population education to be a rational rather than an emotional process, we stress that population concepts are best taught in an inquiry framework where the causes and consequences of population changes are understood

and where alternatives are offered and the reasons or grounds for holding them are carefully presented and examined. Therefore, we have consistently rejected the use of propaganda or indoctrination in teaching and learning population matters.

More specifically, the Program aims at having students participate in the process of inquiry into the nature of human populations and the natural and human consequences of demographic change. Our main goal is to help the teacher and the students make rational decisions about population matters as members of their family and local community, as well as national and world communities, utilizing appropriate information sources and inquiry skills.

RESOURCE MATERIAL DEVELOPMENT
POPULATION DYNAMICS IN EIGHT GRADE AMERICAN HISTORY

	HISTORY TOPICS	POPULATION TOPICS
I.	European Exploration of the New World	Early Stages of the Demographic Transition; Components of Population Change
II.	European Colonization of the New World	Population distribution and Settlement patterns; population characteristics of settlers.
III.	The Late Colonial Period	Comparisons of factors affecting population size between the English and the colonists; effects of high birth rates on population growth in the colonies.
IV.	Union Under the Constitution	Taking a population census under Article I; comparisons made between the census of 1790 and 1970.
V.	Westward Movement, Civil War and Reconstruction	The Changing Regional Balance of the Population; black migration from the south; westward migration
VI.	The Rise of the Cities and Industrialization	Rural/urban differentials in the population; industrialization and the urbanization of America.
VII.	America Becomes a World Power	Immigration as a Component of Population Change
VIII.	United States and World Affairs	The United States in the third stage of the demographic transition; the infusion of technology into developing countries and its effect on population growth.

ORGANIZATION OF THE UNIT

Each unit is divided into two sections — a teacher manual (TM) and a student manual (SM). The teacher manual includes the following:

Evaluation: This is an evaluation form which the teacher can use to measure the student's progress in learning about population matters and issues. The same instrument may be used before and following instruction as pretests and posttests. It is expected that the results of the tests will be used by the teacher to improve instruction. (See separate test booklet).

Goal: This is a statement of what the unit seeks to accomplish in a broad sense.

Objectives: These are specific statements expressed in behavioral terms as to what the unit and its component parts seek to achieve. The objectives, stated in terms of student behaviors, include both population content and inquiry process statements.

Hypotheses: These are potential statements of relationships which seek to explain population phenomena (e.g., relationships among population components — mortality, fertility, migration — or relationships between changes in population and changes in the socio-political world). WHile these hypotheses may serve as a broad framework for the pattern of questions and the classroom discussion they are not intended to be used in their present form. As part of the program they are intended primarily for teacher use. Students should

be encouraged to exercise their own judgement about the material and should generate their own hypotheses or generalizations, using their own words and expressions. One important thing to remember here is that forming a hypothesis is the beginning, not the end, of inquiring into population matters.

Background Information: Here the unit provides additional information to the teacher; (i.e., beyond what is available in the student manual). This section would be very important if the topic is complicated or quite new to the teacher and the class.

Materials and Equipment Needed: Student materials are organized around springboards. A springboard is a motivating and thought-provoking material which is used to open up discussion on a topic. Springboards can be produced in several forms including documents, poems, newspaper articles, artifacts, music, or audio-visuals. All the materials furnished in the student packet are normally listed here, as well as other resources and equipment required for a class session.

Procedures: This section provides instructions as to how the materials can be used. This section also includes a list of "What Will You Find Out?" and "What Do You Think?" questions that should be used in class. As was the case with the hypotheses, however, these questions should not be thought of as absolutes. Questions should be modified or new

questions should be added, if necessary, but these changes should be kept to a minimum.

The student manual includes all the springboards which are prepared for classroom use. These materials are the colored pages in this manual, and in most cases should be made available in multiple copies. Each student is expected to have one complete set. In other cases, especially when audio-visual are used, there is only one set for the entire class.

Each student springboard is marked according to the unit it belongs to. For example, SM-IV-1 means that the springboard is part of Unit IV and that is designed for Day 1. Each unit is divided into five-day segments, normally one class period a day. This does not mean that the teacher may not use the materials for extended periods of time. Rather than thinking of a fixed five-day framework, the teacher should think of a flexible use of materials which is in line with the overall instructional objectives.

For the teacher who wants to get additional information and suggestions on teaching population concepts through inquiry the following references might be useful:

Massialas, Byron G., and Jack Zevin, Creative Encounters in the Classroom: Teaching and Learning through Discovery, New York: John Wiley & Sons, 1967. Provides examples on inquiry teaching and learning and an exercise on classroom use of population charts.

Massialas, Byron G., Nancy F. Sprague, and Joseph B. Hurst, Social Issues through Inquiry: Coping in an Age of Crises, Englewood Cliffs,

New Jersey: Prentice-Hall, Inc., 1975. Practical examples for teachers in dealing reflectively with social concerns in the classroom.

Nam, Charles B., ed., Population and Society, Boston: Houghton Mifflin, 1968. An anthology dealing with substantive population topics.

Options: A Study Guide to Population and the American Future, Washington, D. C.: Population Reference Bureau, 1973. Suggestions for teachers for introducing population ideas in the classroom. Related to the Commission Report and film on "Population Growth and the American Future."

Social Education, special issue on "Population Education," Vol. 36, No. 4 (April, 1972).

The study of population is not only important but it can be fun. We trust that you will try to teach and learn population concepts in this spirit and that our students will join us.

TM-II-1

SETTLING PEOPLE IN THE AMERICAN COLONIES

GOAL:

To examine the life style and settlement patterns of the American Indian before the arrival of the European; to examine how the settlement patterns of the colonists affected the pattern of Indian displacement.

OBJECTIVES:

1. The students will examine their own stereotypes concerning the American Indians by identifying the diversity among the different groups.

2. The students will identify some of the reasons for the settlement patterns of the American Indians prior to the arrival of the European colonists.

3. The students will form hypotheses explaining the relationship between the life style of a group of people and the physical characteristics of the area in which this group of people locate.

4. The students will form hypotheses explaining the interaction of two groups of people when they are competing for the same resources.

HYPOTHESES:

1. If a group of people have a life style which requires particular resources for survival, then they will settle in a geographic region containing these resources.

2. If two groups of people are competing for the same resources, the one with advanced technology will most likely dominate.

BACKGROUND INFORMATION:

When the first European explorers came to the new world they did not find an uninhabited continent. The continent was inhabited by hundreds of groups of people who were erroneously call "Indians" by Christopher Columbus. These people had a diverse and complex society consisting of people with numerous life styles. For example, the Indians in New Mexico lived in

> "towns with apartment-house dwellings, community courts, and buildings.... The Hopi, Zuni, and other tribes were such good farmers and weavers that they seldom lacked food or clothing.... Mound-builders were the best metal workers north of Central America.... Only the Plains Indians were really nomadic.... The horse gave the men mobility in pursuit of the buffalo herds.... The New England settler found the Indians...in the fields tending crops. The Algonquin was an excellent fisherman with nets and a good hunter."*

Numerous theories exist which attempt to explain how the Indian first came to America. Some feel they migrated from Siberia through the Berring Strait to America; others feel they came from South America up through Mexico. Regardless of how the Indian came, clear settlement patterns can be discerned.

In this session the students will examine the most attractive areas for settlement. They will discover that the areas settled by the Indians were often the areas desired by European colonists. The students will speculate about the conflict created when two groups of people are competing for the same resources.

MATERIALS AND EQUIPMENT NEEDED:

..Class copies of springboard #1 (The American Indian)
..Class copies of springboard #2 (Indian Tribes in North America)
..Class copies of springboard #3 (A Place to Call Home)

PROCEDURES:

I. Today's class session should begin by having the students discover that prior to the arrival of the first European explorer, the American Indian was a complex and diverse group of people. Springboard #1 (The

---

*Samuel Eliot Morrison, et. al., The Growth of the American Republic, Vol. 1. New York: Oxford University Press, 1969. pp. 5-8.

American Indians) should be given to the students to be worked individually. When the students have identified the characteristics of the American Indian, a count or tabulation for each characteristic should be taken for the entire class. (i.e., how many people think that characteristic #1 described an Indian group?). A brief discussion could take place in which the students explain why they selected or rejected the various characteristics as being representive of a particular Indian group. Once the students have freely expressed their reasons for their selection, it should be explained that every one of the characteristics listed represents an Indian group. Each person has his own stereotyped impression of the American Indian. The students should be encouraged to discuss their own personal impressions and whether or not they were surprised that there were so many variations among Indian groups.

II. Springboard #2 (Indian Tribes in North America) should be given to the students to emphasize the vastness and diversity of the Indian groups in America. The students should identify the areas in which large numbers of Indians seem to be located. The following questions could serve as a basis for class discussion.

WHAT DO YOU THINK?

1. What is a tribe? (a group of people characterized by common ancestry, leadership and customs).
2. Why might tribal groups tend to cluster in certain areas?
3. Why do you suppose ther are so few tribes in the central part of the country?
4. List some of the things a group of people are required to have to survive. (These should be listed on the board.) How might these items affect where a group of people live?

5. How might the physical characteristics of a location affect the life style of a group of people who settle there?

6. What might happen if a group is unable to find these items where they are? What can they do? (i.e., what might be the results if buffalo are not around; or if there is no rain and a tribe's crop dies?)

7. How do you think an Indian tribe might react toward another tribe if the latter tried to use resources upon which the former group relied?

At this point the students' attention should be directed toward the Indians in the Eastern Woodlands. Springboard #3 (A Place to Call Home) should be read by the class. This springboard describes the life style of one of the largest and strongest groups of Indians in the United States, the Algonquin. The following questions may provide direction for the discussion.

WHAT DO YOU THINK?

1. What do you know about these tribes?

2. How do you suppose the Indians felt when the first colonists came to settle? Did they fear the colonists? Should they?

3. Why might a group of people want to settle in a land where other people live?

4. Where do you think the colonists would want to settle? Would it be in the same places the Indians already lived? Why or why not?

5. What often happens when two groups are competing for the same resources? Can you think of any situations today where two groups are competing for the same resources? How do they act toward each other? (e.g., fuel materials, meat products).

SM-II-1
Springboard #1

THE AMERICAN INDIANS

Listed below are a series of characteristics of different groups of people. Place a check (✓) beside the characteristics that describe an Indian group in America before the first European explorers came to the new world. Place a check beside the characteristic if it represents only one tribe. The characteristics do not have to represent all Indian groups.

_____ 1. They lived in permanent settlements.

_____ 2. They were nomadic.

_____ 3. They had a democratic system where every male was equal.

_____ 4. They had a rigid class system based on ownership of property.

_____ 5. They were ruled by gods.

_____ 6. They had a judicial system to determine if a person was guilty and how he should be punished.

_____ 7. They used torture as their only form of punishment.

_____ 8. They lived in caves.

_____ 9. They lived in tepees made of bison skins.

_____ 10. They lived in cabins.

_____ 11. The tribes were ruled by warriors.

_____ 12. The tribes were ruled by women.

_____ 13. The tribes were ruled by sacred elders.

_____ 14. The tribes were ruled by councils.

_____ 15. They worshiped the bison.

_____ 16. They worshiped a matriarch.

_____ 17. They worshiped the maize.

_____ 18. They had never heard of war.

_____ 19. War was a way of life for them.

Taken from: Alistair Cooke, America.
New York: Alfred A. Knopf, 1974.
p. 24-25.

_____ 18. They had never heard of war.

_____ 19. War was a way of life for them.

Taken from: Alistair Cooke, America.
New York: Alfred A. Knopf, 1974.
p. 24-25.

SM-II-1
Springboard #2

INDIAN TRIBES IN NORTH AMERICA

Clark Wissler, The American Indian, New York: Peter Smith, 1950.

BEST COPY AVAILABLE

SM-II-1
Springboard #2

INDIAN TRIBES IN NORTH AMERICA

Clark Wissler, The American Indian, New York: Peter Smith, 1950.

BEST COPY AVAILABLE

SM-II-1
Springboard #3

A PLACE TO CALL HOME

The Algonquin Indians of the eastern woodlands were a group of tribes who settled in one place. They grew beans, pumpkins, tobacco and maize in the fertile soil where they lived. Much of their time was spent tending crops. The Algonquin Indians were also excellent fishermen and hunters. They used a large fishnet to catch their fish. They hunted deer and moose with a bow and arrow for meat and skins. The skins of beavers they trapped were used for jackets for the women. The men did not wear clothes, even in the winter, except for 'shorts' and moccasins of deerskin. Snowshoes were invented by the Algonquin for walking on the snow in winter.

The Algonquin Indians settled around fresh water, salt licks and fertile soil. Many Indian groups settled near the coast in order to fish. Fresh water was necessary for drinking. The salt licks were popular because game needed the salt to survive.

Adapted from: Samuel Eliot Morison, et.al. The Growth of the American Republic, vol. I. New York: Oxford University Press, 1969.

TM-II-2

GOAL:

To examine the ecological characteristics of the place of settlement of the American colonists.

OBJECTIVES:

1. The students will draw a map showing a desirable settlement location for a group of colonists, including the source of essential resources for the group.

2. The students will form hypotheses showing the relationship between the life style of a group of people and the resources necessary for survival of that group.

HYPOTHESES:

1. If a group of people have a life style which requires particular resources for survival, then they will settle in a location containing these resources.

2. If a group of people are to survive in a new environment, then they will need to develop and sustain a source of food, clothing, shelter, water and protection.

MATERIALS AND EQUIPMENT NEEDED:

...Class copies of Springboard #1 (Choosing A Location)
...Drawing paper
...Colored pencils or crayons

PROCEDURES:

I. In this exercise the students are being asked to put themselves into the roles of the colonists going to an unknown land. They do not know exactly what they will find when they get there. Students should assume the identity of members of the party (i.e., farmer, trapper, scout, teacher, merchant, etc.). They should try to decide the location that would be best for settling given the life style they have chosen.

In selecting their site, they must show their source for food, water, shelter, clothing, protection and any other necessity they deem important. These should be recorded on Springboard #1 (Choosing a Location).

Once the students have made the above decisions, they should draw a picture or a map showing their individual settlement, including in their picture their source for each resource necessary for survival (i.e., if water is deemed to be important, students should have a well or a river, etc., in their picture). The pictures should be evaluated on the basis of whether or not a reasonable source of resources is available for survival.

SM-II-2
Springboard #1

CHOOSING A LOCATION

Assume that you are a colonist going to a new land to live. You know other people live in this land; however, you do not know if they will be hostile or friendly. Decide what kind of life style you want to have, (i.e., would you want to be a farmer, hunter, city dweller, trapper, merchant, doctor, teacher, etc.). Try to think of the best location for developing the life style you want to have. Write a brief explanation of your location below.

_____

_____.

1. The life style I want to have is _____

_____.

2. The source of my resources will be:

   a) For food -

   b) For clothing -

   c) For water -

   d) For shelter -

e) For protection -

f) For other -

TM-II-3

GOAL:

To compare and identify the characteristics of people in England between 1650-1700, with those of the same population who migrated to the New World.

OBJECTIVES:

1. The students will identify the attributes and characteristics of people who are most likely to move to a new country.

2. The students will form hypotheses explaining the relationship between the population characteristics of a group of people and their willingness to migrate to a new place.

3. The students will take a position concerning the advantages and disadvantages of living in the colonies in the 1700's.

HYPOTHESES:

1. If a large group of people move from their homeland to a frontier area, they are not likely to represent a cross-section of the population from which they came.

2. If a group of people are attracted by strong positive forces such as the availability of land, political freedom and a new life, then they are likely to move to that place.

3. If the social, political, and/or economic conditions at a place of origin are repressive, then people are more likely to move to a new location.

4. If a person belongs to the more mobile sub-group of a society (e.g., young, unmarried, male), then they are more likely to migrate to a new location.

BACKGROUND INFORMATION:

The people who immigrated to America from England in 1700 did not represent a cross-section of the English population. Although this idea is developed more extensively in Episode III, it is introduced in this session. The people who are most likely to migrate to a new area are

generally a definable sub-group of the total population. Groups that are settled and satisfied with their lives are not likely to migrate. Groups that are dissatisfied with their lives, but who have no means to migrate, tend to remain where they are. The young, strong, unmarried males are one of the largest groups of people to migrate. In addition, people seeking a new way of life tend to migrate. In England some people in prisons were given a chance to be free by going to America. In today's session the students will begin to develop an understanding of the kinds of people who are inclined to migrate to a new location.

MATERIALS AND EQUIPMENT NEEDED:

..Class copies of Springboard #1 (Comparing the English and the American Populations)
..Class copies of Springboard #2 (The English and the American Population)
..Class copies of Springboard #3 (Laws in the Colonies)
..Class copies of Springboard #4 (Writing a Letter Back Home)

PROCEDURES:

I. Based on the students' knowledge of the population of England in 1700, the students should speculate about the population of America for the same year. Springboard #1 (Comparing the English and the American Populations) should be given to the students to work in small groups for approximately ten minutes. Each group should be encouraged to identify the kind of people who are most likely to immigrate to a new country. Based on their discussion the students should fill in the chart. A class tabulation for each of the seven categories should be taken and written on the board. The students should be encouraged to explain their responses.

II. Springboard #2 (The English and the American Colonies) provides the actual figures for the American colonies. The students should compare their responses with the actual figures in order to discover why their responses were different from the actual data (if this is the case). What is important in the exercise is for the students to discover that the frontier population was quite different from the population of England. An explanation of the chart is provided below.

EXPLANATION OF CHART

1. Population - approximately 1 percent of the English population had migrated to America. In trying to decide the size of the population, students should try to think of the reasons people left England (e.g., was it due to overcrowding? freedom? to look for riches? etc.,)

2. Average Age of Population - in a frontier area people tend to be younger, stronger and healthier. Older and professionally more settled people tend to stay at home.

3. Average Age at Marriage - In England young people did not marry until they could support themselves. Since competition for resources was strong (i.e., there was little land and sons frequently waited to marry until they inherited land) men and women waited to marry. In America resources were abundant. Land was plentiful. Many laws encouraged young people to marry early so that the population would increase quickly.

4. Percentage by Sex - In most traditional societies females live longer than males. This may be attributed to the fact that men work harder, are under more stress, and fight in wars. In a frontier area, however, men outnumber females. This may be attributed to the fact that men were more independent than women and could leave home easier. Also, there were more jobs for men than for women.

5. Religious Preference - In England, the Anglican Church was the dominant religion. As a result many restrictions were placed on people belonging to other religions. Consequently, many people came to America to free themselves from the restrictions and/or persecutions of the Anglican Church.

6. Economic Status - England had a system of tenant farmers in the 1700's. Most of the people were poor farmers who owned no land. They worked for the rich land owners. When an opportunity came to go to America, two basic types of people went. Some were the wealthy who could afford boat fare. The other half were those who sold themselves as indentured servants.

7. Educational Level - In England only the wealthy were educated. Consequently, education was seen as a key to success and freedom by those who came to America. Strict laws were made which required all children to learn to read and write in the colonies.

III. Springboard #3 (Laws in the Colonies) is a list of nine laws which the colonists passed. By studying the laws of a group of people a great deal can be learned about their basic values and characteristics. Each student should be given a copy of Laws in the Colonies. The following questions can serve as a guide for class discussion.

WHAT DO YOU THINK?

1. What do these laws tell you about life in the colonies?
2. What do these laws tell you about the kind of people living in the colonies?
3. Would you have liked to have lived in the colonies under these laws?
4. Are our laws today similar to these laws? Why or why not?

IV. As an evaluation for this lesson each student should be given springboard #4 (Writing a Letter Back Home). Student responses should be evaluated in relation to the students' perception of the attractiveness of the colonies for different segments of the population.

SM-II-3
Springboard #1

COMPARING THE ENGLISH AND THE AMERICAN POPULATIONS

Look at the chart below. The right side shows some population information for England in 1700. Try to decide what kind of people are most likely to move to a new country. Fill in a description of the American colonies.

	America - 1700	England - 1700
1. Population		20,100,000
2. Average Age of Population		16-20
3. Average Age at Marriage		females 25-27 males 25-27
4. Percentage by Sex		females 56% males 44%
5. Religious Preference		Anglican
6. Economic Status		few wealthy few middle class merchants majority peasant
7. Education		Only the wealthy are educated

SM-II-3
Springboard #2

THE ENGLISH AND THE AMERICAN POPULATION

	America - 1700	England - 1700
1. Population	275,000	20,100,000
2. Average age of Population	13-15	16-20
3. Average age at Marriage	females 13-16 males 16-20	females 25-27 males 25-27
4. Percentage by Sex	females 48% males 52%	females 56% males 44%
5. Religious Preference	Puritan Quaker Huguenot Mennonite Pietist	Anglican
6. Economic Status	half wealthy half servants or former criminals	few wealthy few middle class merchants majority peasants
7. Education	all villages with over fifty families had a teacher	only the wealthy are educated

SM-II-3
Springboard #3

LAWS IN THE COLONIES

December 10, 1630: It is ordered that John Baker shall be whipped for shooting a fowl on the Sabbath.

June 14, 1631: It is ordered that Phillip Ratliffe shall be whipped, have his ears cut off, be fined twenty pounds and shall be banished from our town for speaking badly against the government and the Church of Salem.

March, 1643: In order that men can honor the Sabbath, no man shall take a trip on the Sabbath. The only journey permitted is a trip to church. If a man breaks this law, he will be charged twenty pounds of tobacco for his crime.

The rod of correction is approved by God. A teacher has the duty to use it to punish any students who misbehave. If a parent thinks the teacher is wrong in punishing the child, then the parent must talk to the teacher. If they do not agree, then they must both talk to the warden of the city. If the warden finds the teacher to be correct and the parents still complain, then the children may be taken away from their parents.

Many parents are not raising their children well. They are not teaching their children to read. They are not training their children to do jobs that can help our town. Any parent who does not take full responsibility for their children's education may be punished and fined. Children should be able to read and understand our religion. They should know our laws. Any child who does not know these things can be taken away from their homes during the day. They will be an apprentice to a good man who will teach and train them.

A bachelor can not be employed more than one year in the same job unless he gets married.

Any man who gets married before he is twenty-one will be given free land as an Incurridgement (encouragement).

May, 1631: It is ordered that John Legge, servant of Mr. Humfry, shall be whipped today in Boston, and shortly afterward in Salem for hitting Richard Wright after Richard struck him. Richard Wright struck John Legge because he was not working well. A servant must never strike his master.

July 28, 1631: It is ordered that Josias Plaistowe shall return eight baskets of corn to the Indians and be fined five pounds. He shall never again be called Mister, as he used to be named. His name will now be Josias. (For stealing four baskets of corn from the Indians).

Adapted from: Willis Mason West, A Source Book in American History To 1787. New York: Allyn and Bacon, 1913.

S⁴-II-3
Springboard #4

WRITING A LETTER BACK HOME

Assume that you are a young person in the American colonies. Write a letter back home to a friend who wants to come to America. Tell your friend whether or not you think he should come to America. Tell him if America is like you expected to find it. Be sure to include advantages and disadvantages of living in America.

TM-II-4

GOAL:

To examine the relationship of certain background factors of the settlers (status in England, time of arrival in the colonies, and religious preference) to the geographic distribution within the colony. (We are examining only male heads of families).

OBJECTIVES:

1. To examine the colonists' place of settlement within the colony based on their status in England, time of arrival in the colonies, and religious preference.

2. To identify the areas of a frontier colony that are more desirable and those that are least desirable for settlement.

HYPOTHESES:

1. If settlers in a new region have high socio-economic status, arrive in a colony early, and are of the dominant religious preference, they will be more likely to receive the best land in the colony.

2. As a society changes and develops the areas most residentially prized are likely to change.

3. If an area is newly settled, the land most prized for residential use will be near the center of the settlement.

BACKGROUND INFORMATION:

When a group of settlers arrived in America, the wealthy settlers got their choice of land and residential sites provided they were of the right religious persuasion. The rest of the colonists on the first ship or ships took the rest of the good land according to their social and economic rank within the colony.

When later groups arrived, they had to take what was left, by rank. The most prized area for a home was right on the main street with land directly behind the house. The farther a person was located from the

main street and dock, the less prized the area was for residential settlement. This was because of the convenient distance to services like the church, store, tavern, etc., and because of the safety provided by close neighbors. Hostile attacks were most often directed against the smaller, less well protected outlying areas. Supplies also had to be carried by wagon to the outer areas.

MATERIALS AND EQUIPMENT NEEDED:

..Class copies of Springboard #1 (A Puritan Village)
..Class copies of Springboard #2 (Settlers in a Puritan Village)
..Class copies of Springboard #3 (Developing a Community)
..Class copies of Springboard #4 (Evaluation)
..Transparency of Peter Noyes' Village

PROCEDURES: (This session should take two days)

I. On day three we saw that the population characteristics of the people who came to America were different from the characteristics of the people in England. The people, however, did not make serious changes in their religious attitudes, social organization, local governments or basic values and attitudes. The settlers did make one major change in their life style - in the physical structure of their towns.

This session should be begun by having the students speculate about how decisions were made concerning the settlement of individual colonists in a town. Students should be encouraged to offer as many suggestions as possible (e.g., each family found a location they liked and settled; someone divided the land into equal shares and people were randomly assigned to a location; land was assigned according to rank and arrival time). Once this has been discussed, the first springboard should be

given to the students and read out loud. The following questions should be discussed after the reading.

WHAT DO YOU THINK?

1. How did Noyes decide where each family would live? Do you suppose this was an easy decision to make?
2. Why do you think he used this plan?
3. What areas of the town were most valued? Explain. Are these areas most highly valued today? Explain.
4. Where do you suppose the market will be? the church? the tavern? the schools?
5. If a new group of people arrived in Noyes' town, where do you suppose they would settle? (Would it be by rank? Would people with high rank displace a family that had already been there?)

II. This activity gives the students an opportunity to put themselves into the position of Peter Noyes. Initially they are asked to rank the members of their town using the same methods of categorization as Peter Noyes used - (Springboard #2: Settlers in a Puritan Village). Secondly, they are asked to place the important buildings on their map in the location they are likely to be found in a new village (Springboard #3: Developing a New Community). The students should be reminded to try to place buildings and pastures close to the source of resources used in the activity (e.g., the cow pastures should have access to a fresh water supply; the marketplace would probably be located near the town dock). Finally, the students should identify the homes of the settlers on the map giving the highest ranked male the best location. A transparency of the actual village developed by Peter Noyes is included. Once the students

have completed their maps, comparisons between their own maps and Peter Noyes' map should be made. The students should try to decide why they located buildings and people in the areas they did. In addition, the students should identify differences between the two maps.

III. Springboard #4 (Evaluation) provides an evaluation technique to measure how much the students were able to synthesize from the class discussion. It is essential for the students to realize that each student's map will be different. They will be evaluated according to the reasons they give for putting each item in a specific location.

SM-II-4
Springboard #1

A PURITAN VILLAGE

Peter Noyes (pronounced "noise") learned about New England in 1638 and decided to come to America to live. He wanted to start a new village that was different form the life he had known in England. He developed a town called Sudbury. In developing this town, Noyes had many decisions to make: how land would be divided among the settlers in the village; how to appoint town officers; economic regulations and taxes; church affairs; farming; personal quarrels among the settlers; relations with neighboring town; relations with the Indians; and relations with the Massachusetts government.

The Massachusetts legislature gave Noyes the authority to decide how much land each male settler would receive. He decided whether a man would receive good or bad farm land, or whether a man would receive no land. He also decided the location of the land each man received. Some men were given land to farm right beside their homes. Others were given a home in one location and land in a second place far away from their home. Some men were not allowed to own land at all. These men lived in homes owned by more important men in the town. There were large farmings areas called "general fields" which were away from the center of the city. Food for non-land owners was grown here.

Imagine the work Noyes had to do to decide land distribution. He had the power of economic life and death over a family. He was assigning social status to each family. How do you suppose the settlers felt when they received "1-1/2 acres of upland" or "5-3/4 acres of meadow" or "no acres of either meadow or upland"? Imagine how a settler felt

when he received 1-1/2 acres of farm land near a swamp away from the house lots, while a neighbor received 50 or 60 acres of good, black land next to his own home!

Adapted from: Sumner Chilton Powell, Puritan Village: The Formation of a New England Town. (Anchor Books, 1963). p. 4-6

SM-II-4
Springboard #2

SETTLERS IN A PURITAN VILLAGE

This is a list of the people who will be living in your town. Put a number beside each person ranking them according to their importance in your town. You should locate the homes of these people in your town using the number you have given them. For example: if you think the carpenters are the most important people, give them the number "1". On your map number the location of their home with a "1". Place a -

1 - beside the people you feel are most important in your town. They should live near the center of your town and have land beside their homes.

2 - beside those people you feel should live near the center of town, but should have land away from their homes.

3 - beside those people who own their own home but who should not own any farm land.

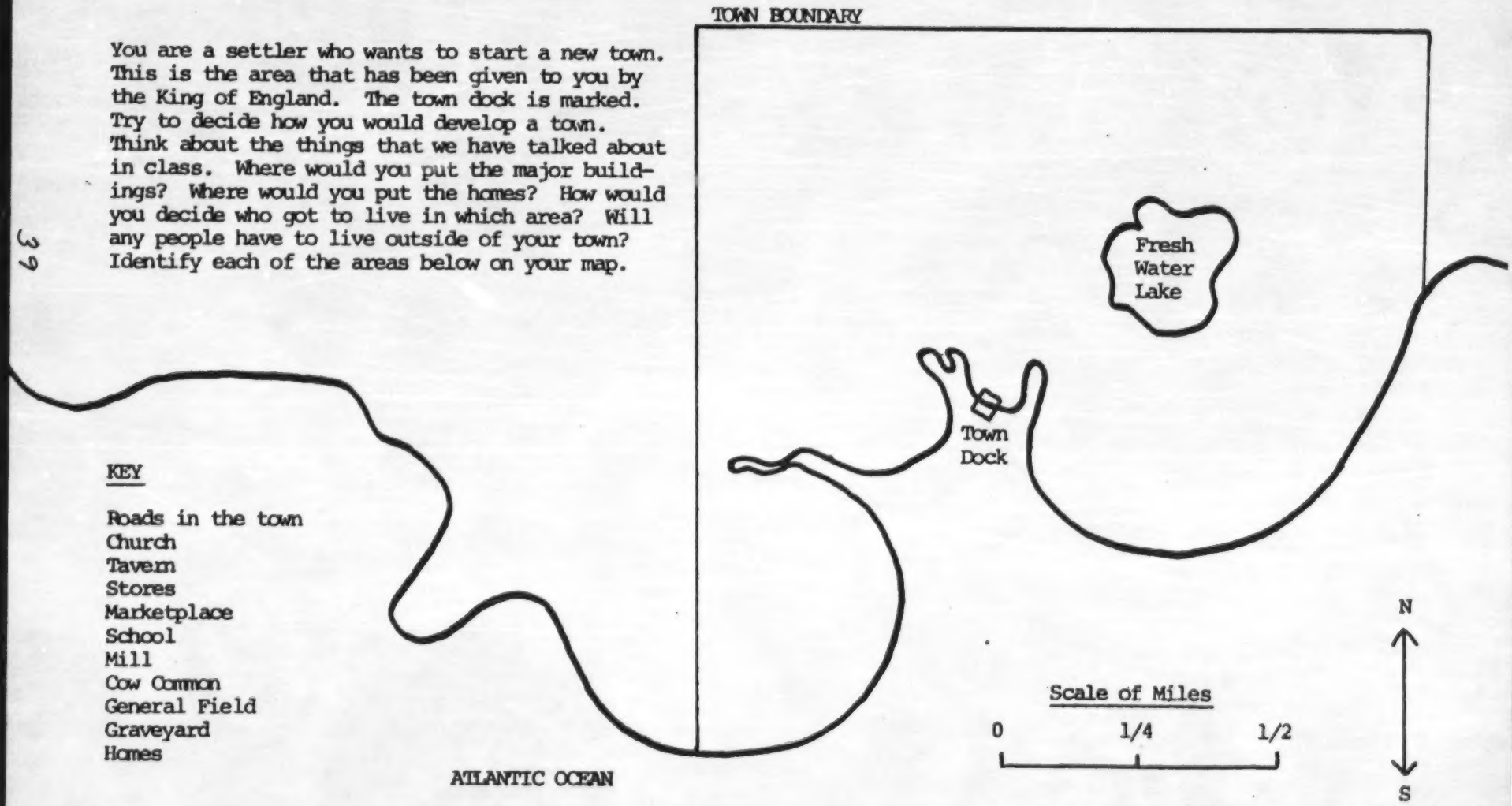
4 - beside those people who should not own any property at all.

_____Marshal
_____Fence Repairer
_____Surveyor
_____Carpenters
_____Bricklayer
_____Roof Thatcher
_____Common Laborers (10)
_____Servants (20)
_____Maids (20)
_____Inn Keeper
_____Merchant
_____Mayor
_____Preacher
_____Tax Collector
_____Swine Keeper
_____Cattle Keeper
_____Horse Keeper
_____Tithingman
_____Drum Beater
_____Teacher
_____Clerk

SM-II-4
Springboard #3

DEVELOPING A COMMUNITY

You are a settler who wants to start a new town. This is the area that has been given to you by the King of England. The town dock is marked. Try to decide how you would develop a town. Think about the things that we have talked about in class. Where would you put the major buildings? Where would you put the homes? How would you decide who got to live in which area? Will any people have to live outside of your town? Identify each of the areas below on your map.



SM-II-4
Springboard #4

EVALUATION

This evaluation is designed to see how well you understand the relationship between the natural environment of an area and the way people settle in this area. There are no right and wrong answers. Your answers will be judged according to the reasons that you give for your answers.

1. Where in this town would the church, the marketplace, the school, and the tavern be located? Why did you put them in this location?

   Church:

   Marketplace:

   School:

   Tavern:

2. Where would you expect most of the people to live?

3. Which people live in the center of your city? Why did you select these people to live there?

4. Which people live away from the center of the city? Why did you place these people in this area?

5. Before these settlers moved to this area, a group of people (the Indians) with less advanced technology lived in this area. Where are the Indians likely to live now? Why?